**K-5 Math Lesson Plan**

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| **Teacher:** | | | **Grade: K** | | | **Date(s)**: |
| **Unit Title:** Let’s go on a scavenger hunt! | | | | **Corresponding Unit Task:** Task 1 | | |
| **Essential Question(s):**   |  | | --- | | What does a number represent?  Why do we use numerals?  How are numbers arranged?  What are some ways we can find out how many objects are in a group? | | | | | | | |
| **Materials/Resources** | | | | **Essential Vocabulary** | | |
| **Teacher:**  -Calendar  -*Chicka, Chicka, 1, 2, 3*  -SmartBoard/Ebeam and internet access  -Jar  -Numbers 10-25 on slips of paper (can be in the shape of pickles) | | **Student:**  -Manipulatives | | | **Count, number, how many** | |
| **Learning Experience** | | | | | | |
| **8 Mathematical Practices:**  1. Make sense of problems and persevere in solving them.  2. Reason abstractly and quantitatively.  3. Construct viable arguments and critique the reasoning of others.  4. Model with mathematics.  5. Use appropriate tools strategically.  6. Attend to precision.  7. Look for and make use of structure.  8. Look for and express regularity in repeated reasoning. | **Common Core State Standards:**  **K.CC.1** | | | | | |
| **I Can Statement(s):**  -I can count to 25.  -I can count to 25 starting from any number.  -I can count sets of objects. | | | | | |
| **Activating Strategy/Hook:** (How will students become cognitively engaged and focused?)  -Count the number of days on the calendar. Review counting by pointing to a number on the calendar, with the teacher identifying the number, and counting up to the date.  -Ask students how many students they think we have in our class. How can we figure that out?  -Count to see how many students we have. Elicit strategy of having students stand up one at a time while we count each number, beginning the concept of one-to-one correspondence. Emphasize that we cannot count more than one number while pointing to one student. | | | | | |
| **Teacher Directed:**  -Read the book *Chicka, Chicka, 1,2,3.* Review counting to 25, and introduce the concept of skip counting.  -Watch the 20 Pickle Pie Song from this site: <http://www.watchknowlearn.org/Video.aspx?VideoID=17858&CategoryID=380> to review numbers 1-20.  -Write numbers 10-25 on pieces of paper in the shapes of pickles, and put them in a jar. Model pulling a pickle from the jar, identifying the number, then counting up to that number. | | | | | |
| **Guided Practice:**  **-**Play the pickle counting jar game: have student volunteers come to the front and choose a pickle from the jar. The teacher will identify the number, then the class will practice counting up to the number together. | | | | | |
| **Independent Practice:**  -Small group counting centers | | | | | |
| **Closing/Summarizing Strategy:**  -Practice counting using actions.  -Practice counting to various numbers using a 1-30 board. | | | | | |
| **Differentiation Strategies** | | | | | | |
| **Extension** | | | **Intervention** | | | **Language Development** |
| -In centers, have students work with higher numbers.  -Have numeral cards and number sets available during math stations for students who are ready. | | | -During independent practice work individually or in small groups with lower students, practicing counting together, and modeling one-on-one counting.  -Go back and focus on the lower numbers 0-10. | | | |  | | --- | | -Model the task as many times as needed for the student.  -Review the counting sequence orally.  -Explain instructions step-by-step, rephrasing where necessary. Orally go through each number one-on-one, having the students repeat after the teacher model.  -Count along with the students. | |
| **Assessment(s):**  -Teacher observation during counting with actions game. | | | | | | |
| **Teacher Reflection:** (Next steps?) | | | | | | |